

THE CANADIAN  
*modern language*  
REVIEW



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SUMMER 1955

NUMBER 4

# RIONS ENSEMBLE

par H. L. Humphreys et M. Sanouillet



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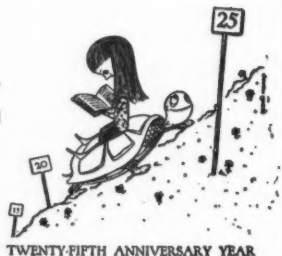
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## THE PRESIDENT'S MESSAGE

We have come to this 1955 convention of the Ontario Modern Language Teachers' Association eager to find inspiration in the papers that will be read and confident that we shall move through joint discussion toward an acceptable solution to some of the problems that face us at this time. Few, if any, of us are entirely satisfied with our teaching methods or with the textbooks that are available. We are all faced with the formidable task of providing instruction in a foreign language which will prepare some students adequately to continue their language studies at the University and at the same time impart a certain minimum of vocabulary and grammar to a very large number of other students who have little interest and less aptitude for serious study of a foreign language.

It may be that the student of languages should be faced with a greater challenge and given special help to meet it. A very good case could be presented for combining the two present examinations into one for all students and providing a second examination, oral and written, for those students who wish to be admitted into Honours language courses at the University. The reaction of students to such a challenge might go a long way toward meeting the criticisms of university faculties and could provide some of the satisfaction which many secondary-school teachers miss in their work. It should be said in passing that there is ample time in the Grade XIII time-table for language students (those who study more than one foreign language) to be given several extra periods of instruction or practice each week. The only things lacking now are staff and room.

There is no doubt that we shall hear before this Convention is ended many criticisms of the examinations that our students must face and it is likely that something will be said about the changeable nature of those examinations, especially in recent years. If the language examinations are less predictable than those in mathematics or science, that is to be expected from the nature of the subject and a significant part of the blame or the credit should be laid at the door of this Association which has never been backward about making its opinions known to the Department of Education. The changes, sometimes bad but more often good, mark important stages along the road

toward the goal which we all glimpse from time to time. This Association should always be willing to examine new ideas and to give a fair trial to new devices. Those that turn out well, like the dictation test, will be kept and the others will soon be rejected.

This has been an active year for your Association. Your Executive, acting on instructions from the 1954 convention, planned and carried through a one-day conference at the University of Western Ontario in London. Those meetings, for which most of the arrangements were put in the hands of Dr. Robert Torrens and his programme committee, can be considered an unqualified success. The talks were varied and interesting and the attendance was so large that the meeting had to be moved to the largest lecture hall in University college. An unexpected feature of the programme was the presence, during Miss Dorothy Kidd's address, of a television crew from the London station.

Your Executive has for some time been concerned over our lack of direct contact with members of the university faculties who have not become members of our association. Professor Parker undertook to compile a list of those people, which he made available to Miss Smeaton for direct mailing.

It is encouraging to note that more and more teachers are looking upon membership in this Association as a necessary part of their equipment for teaching and that they pay their annual fee on that basis and not merely as an admission charge to a convention. This changing attitude, due largely to the publication of our own *Canadian Modern Language Review*, is having a beneficial effect on the circulation of that periodical which has, as you will learn from Mr. Hambly's report, enjoyed its best year since its beginning eleven years ago. Our steady growth in membership and the high prestige enjoyed by the *Review* are reflected in the healthy condition of our treasury, and we can look forward with confidence to serving the needs of the teachers of Modern Languages in Ontario.

H. C. Steels.

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#### WE SPEAK ENGLISH!

Don't worry about language while travelling abroad; there is always someone who speaks English. This advice assumes, of course, that you limit your travels to the large cities and to high-priced hotels and restaurants, and that you will be able to pay for the English-speaking guides who await you in museums and famous castles or cathedrals. It assumes also that you have no interest in attending the theatre, in listening to the radio or reading newspapers and magazines, in understanding billboards and names of stores. Finally, it perhaps goes without saying that, while you will SEE in reality a thousand things you already know from photographs, you will come home as ignorant as before about what people like yourself in the lands you visited are actually thinking and feeling. Don't worry about languages while travelling abroad; language is necessary only for understanding human beings.—William Riley Parker, *Publications of the Modern Language Association of America*, LXX March, 1955, p. vii.

### **"FOLKS, WE'RE BACKWARD!"**

It was an American teacher speaking. He belonged to the secondary school ranks apparently, attending the closing session of the North West Pacific Foreign Language Conference in 1952, at Eugene, Oregon. He had obviously been a bit stunned by the facts, figures and general picture impressed upon his thinking during the conference. "Folks, we're backward!" served to voice his dazed incredulity and a call to action.

At Seattle, March 31 to April 2 this spring, the sixth annual Northwest Pacific Conference on Foreign Language Teaching convened at the University of Washington, with Miss Lurline V. Simpson its very able chairman. If the conference three years before had led one to sense a growing awareness in the northwestern states that foreign languages were not being adequately taught, the 1955 conference would assuredly convince one that the Americans, teachers and public, with characteristic energy, are on the way to doing something about it.

The theme of the conference was stated as "Foreign Languages in Perspective". Items of the intensively planned and profitable programme included:

- A discussion of teacher-training in the foreign language field.
- A panel on "Foreign Languages in Perspective in Liberal Education" by qualified speakers from the fields of education, psychology, administration, general (or liberal) education and the humanities.
- Languages in Perspective Nationally; Progress of the Modern Language Programme in the United States.
- A panel on "Public Relations: Languages in Perspective in Society" by persons from the School of Nursing, Adult Education, Radio and Research, the Institute of International Education.
- A panel on "Foreign Languages in the Elementary Schools" by four teachers of grades 3 and 4.
- A panel on "Perspective in School Organizations", a singularly effective presentation by four teachers in elementary schools, two from junior high, two from senior high, one from junior college and one from a university.

Panel after panel! No one could feel that only a small clique was being heard. Emphasis this year fell on what is being done and still remains to be done and done much more thoroughly in the years to come. Many different people expressed viewpoints from widely different areas in education and other fields. One common note, however, seemed to repeat itself in the various presentations. In America pupils need to start younger to learn Spanish, German, French and other languages to be assured of greater continuity in their study.

In a booklet, selling at the Conference for 45 cents, is set forth a discussion guide and work paper entitled "The National Interest and Foreign Languages", initiated by the U.S. Commission for U.N.E.S.C.O. A statement on page 68 seemed to be supported at Seattle this spring in speeches and in informal conversation in the halls and sitting room of the beautiful new "Hub" building.



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"I am happy to commend to our teachers of French this attractive and thoughtfully planned text."—*The Modern Language Journal*, Ann Arbor, Michigan. Price \$1.90.

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"At the Ceylon U.N.E.S.C.O. seminar (August 1953) language teachers from many nations reached agreement that the four fundamental skills, to be taught are, in order of priority, *understanding, speaking, reading and writing* the foreign language. An American delegate commented that on this very basic point the United States was 'out of step with the rest of the world'. In the training of language teachers abroad, a high degree of oral-aural proficiency is, of course, required, whereas in America teachers are normally certified and hired without any testing of this skill whatsoever."

Mindful of these things, teachers and public in the Northwestern States are moving forward, particular interest being shown in language learning in elementary grades. As a delegate from one of the two Canadian provinces sending representatives to this Conference, I listened with the greatest interest to what was said, and since returning to Calgary I find myself wondering anew what teachers of French in this region of the continent can do to speed public recognition of the urgent need to improve the instruction of foreign languages in our schools. Across the foothills of Alberta, the mountains and plateaux of British Columbia and Idaho, up from the wide valleys of Oregon comes the friendly warning: "Folks, we're backward!"

E. Catherine Barclay

## A UNIVERSITY FRENCH INSTRUCTOR LOOKS AT GRADE XIII FRENCH

by D. M. Hayne

Let me make clear at the beginning that I am fully aware that the Grade XIII French teacher is not concerned solely with the needs of future university students. As long as our Grade XIII courses have to provide a conclusion to secondary school studies and a preparation for university work, the universities will not be entitled to expect that their interests be served by the Grade XIII programme to the exclusion of all others. I propose to point out some divergences in methods and standards and to offer some advice, without, I trust, falling into the current habit of blaming my secondary school colleagues for the fact that my university students still have a few things to learn.

Perhaps it will be convenient to consider separately three Grade XIII graduates to whom we might give the designations immortalized in another context by the late Stephen Leacock: "A", "B" and "C".

"A" is the student who needs Grade XIII French as a university entrance requirement, but does not plan to take French at the university. (Thus his needs in French are essentially those of the student whose schooling ends with Grade XIII.) I never see this student, and can only theorize about him. It would seem to me that his study of French should give him:

- (a) a certain reading fluency which might lead him to make some later use of French in his research or other reading. Am I too optimistic?
- (b) some experience of a mental discipline other than that of his principal field of interest, and some acquaintance with a way of life different from his own.

I have made no reference to "A"'s oral fluency in French. This is because I do not imagine that this student, who is renouncing all further studies in French, is likely to have been one of those students in your class who have acquired much oral fluency. There may be some encouraging exceptions; I hope there will always be.

Before proceeding to sketch the careers of "B" and "C", who do take French at the university, let me list three characteristics of the study of French as carried on at the University of Toronto, and, I have no doubt, at the other universities of the Province. These are:

- (a) French is seen as a means to the study and appreciation of the great works of French literature, which are read in the complete text and in chronological order as far as possible. Thus the student must *read a large volume of material, work by himself much of the time, and concern himself with literature and literary history.*
- (b) Simultaneously with his literary study, the student works at his written and oral command of the language, perfecting his knowledge of vocabulary, grammar, phonetics, etc. He will often be taught in French. He may be asked to demonstrate an exact knowledge of meaning by *translation into English.*

- (c) The student's achievement is tested by written, and sometimes by oral, examinations on an annual basis, and his results are graded relative to those of his fellow students. *He does not proceed to the work of a higher year until he has successfully completed the work of the lower year. His instructors are not held accountable for his failure to do so.*

I have put in italics certain expressions which seem to me to indicate respects in which university and secondary school practices do not always coincide. Having thus prepared the ground, I returned to students "B" and "C".

"B" is the student who takes French as a general, pass, or minor subject at the university. A passing mark in Grade XIII French will admit him to such courses. This student is usually shocked by the fact that he is expected to read two or three times as much French as he read the previous year in Grade XIII (much of it by himself outside class hours) and that his unsporting instructor sometimes asks him to translate what the French text says. Depending upon his competence in English Literature, the student is either upset or delighted by the realization that henceforth his examinations will test his knowledge of French books studied as literature, and not merely as exercises in decipherment.

What does "B" need in order to face this new situation? I think: he needs some occasional special attention and encouragement from his already overworked Grade XIII teacher; he needs to know that by preparing two or three pages of Grade XIII French Authors per day he is not in any danger of mental breakdown, and that there is nothing improper in his being asked to demonstrate an exact understanding, in English, of a French passage. He needs to be reminded also that a language is always a means and not an end. French will never be this student's special interest; the intellectual rewards of his schooling are probably reaching him more directly through one or more of his other subjects. It is, however, only fair to prepare him gently for the fact that his study of French will continue under somewhat different circumstances at the university. Whether the university's methods are *better* or not is another question, but assuredly they are *different*.

Our last student, "C", is the boy or girl who will ultimately enrol in an honour or major course in French, and indicates his or her intention of specializing in language or related studies. At the University of Toronto, such a student is required to have at least Third Class Honours in his Grade XIII language. Let me go much farther and say that a student should probably not think of himself as a candidate for such courses unless he has Second or preferably some First Class Honours in languages at Grade XIII, and unless he has *literary* as well as *linguistic* ability. Mere oral fluency is not sufficient.

When "C" arrives at the university, he will be confronted by everything which greeted "B", but in larger proportion. He will find himself preparing 20-25 pages of "Authors" each week, translating pages of English prose and sentences into French, participating in conversation groups, and being lectured to, usually in French, on



literary, historical and philosophical matters. There is only one way to prepare "C" for this ordeal, and that is to expose him to as much French, spoken and written, as possible, and to stress the intellectual side of his studies. I am inclined to think that our present secondary school teaching methods in French are quite successful in the oral realm, and that any additional work for "C" should be on the grammatical and literary side, if possible. This student should welcome some extra work. If he does not, tell him to reconsider his choice of a university course.

Perhaps I may be pardoned if I here give some space to one or two of "C"'s classmates, the scholarship candidates. Their number is, and should be, limited. It is no kindness on the part of an over-zealous principal or teacher to urge a mediocre student to "write for a scholarship"; the pupil is in for a bitter disappointment, and under present Ontario regulations is precluded from appealing any paper in which he happens to fail. The genuinely superior student (i.e. consistent First Class student), however, has every right to compete for a scholarship, and will probably need special help to do so. Our educational system provides no summer courses, no special certificates and no grants of funds for the teachers of our brilliant students: provision for them is another burden on my Grade XIII colleagues, although I like to think that it is a burden they accept joyfully. The detection and encouragement of a brilliant student is in my opinion infinitely more important than efforts to salvage the intellectual misfit who by some mysterious progression has arrived in Grade XII or XIII, without ever having passed an examination in French. Yet I fear that most teachers are obliged by misguided administrators to expend more time and energy on the latter than on the former.

My suggestions about scholarship candidates are reducible to one: encourage them to go the intellectual mile. Require them to be just a little more exact in their knowledge of grammar and in their choice of vocabulary, than are the others in the class. Suggest that they read widely and memorize short passages of good French. Interest them in broadening their reading and background, not only in French but in all subjects, particularly in the humanities, and most of all in English and Latin. My last word of advice may dismay some teachers: do not make a scholarship student repeat Grade XIII unless it is absolutely necessary for time-table or pre-requisite purposes. The brilliant student does not need two years to cover our present Grade XIII courses, and it is no service to him to have him spend a further year of his life in the doubtful intellectual company of the average Grade XIII class.

Perhaps it is presumptuous of me to offer these suggestions to my Grade XIII colleagues. If I do so, it is because I am convinced that Grade XIII French teachers are, with few exceptions, devoted to their subject, eager for self-improvement, and receptive to sincere advice from any quarter. Despite the fact that their French time-tables are broken into by an endless round of assemblies, useless announcements over the intercommunication system, vocational guidance interviews and football play-offs; despite the fact that their classes are cluttered with amiable but lazy boys and girls for whom

a beneficent society unfortunately provides free academic schooling after the age of sixteen; despite the fact that their leisure hours are taken up with a horde of non-intellectual extra-curricular duties; despite all these obstacles, our Grade XIII teachers nevertheless labour on, and turn out a commendable number of students of university calibre. Let us join forces in dealing with these students, and attempt to close the curious gap which now exists between Grade XIII and university French studies.

#### BRAZILIAN-CANADIAN CULTURAL CO-OPERATION

The following poem by Mauro Mota (in the original Portuguese and in a translation by Professor J. H. Parker) is one from the poet's collection, *Elegias*, which was discussed by Dr. Pedro Xisto de Carvalho of the Cultural Division of the Brazilian Ministry of External Relations, during his visit to the University of Toronto, in the Autumn, 1954. Mauro Mota, a contemporary writer of the Brazilian North-East (Pernambuco), is a significant representative of the best in present-day Brazilian culture.

#### EPITAFIO

—Mauro Mota

Paz na origem como  
se tivesse existido sempre e não chegasse depois.  
No silêncio que não veio e já havia  
sem ter sido antes música ou palavra.  
Paz da natureza cúmplice,  
as sombras descendo do arvoredo sem tocar na folhagem.  
Os pássaros mudos abrindo os bicos  
para recolher e levar longe o eco de cantos anteriores.  
Paz onde Luciana  
escute o rumor da rosa abrindo.

(Recife, Brazil, 1952)

#### EPITAPH

Peace primeval. As if it had existed forever,  
and had not come tardily.  
In the silence which did not happen and was already living,  
without having been music or word in its origin.  
Peace, accomplice of Nature,  
with the shadows descending from the verdure,  
without touching the foliage.  
The muted birds opening their beaks to gather  
and to carry far with them  
the echo of former chanting.  
Peace. Where Luciana may listen  
to the rustle of the rose unfolding.

(Toronto, Canada, 1954)

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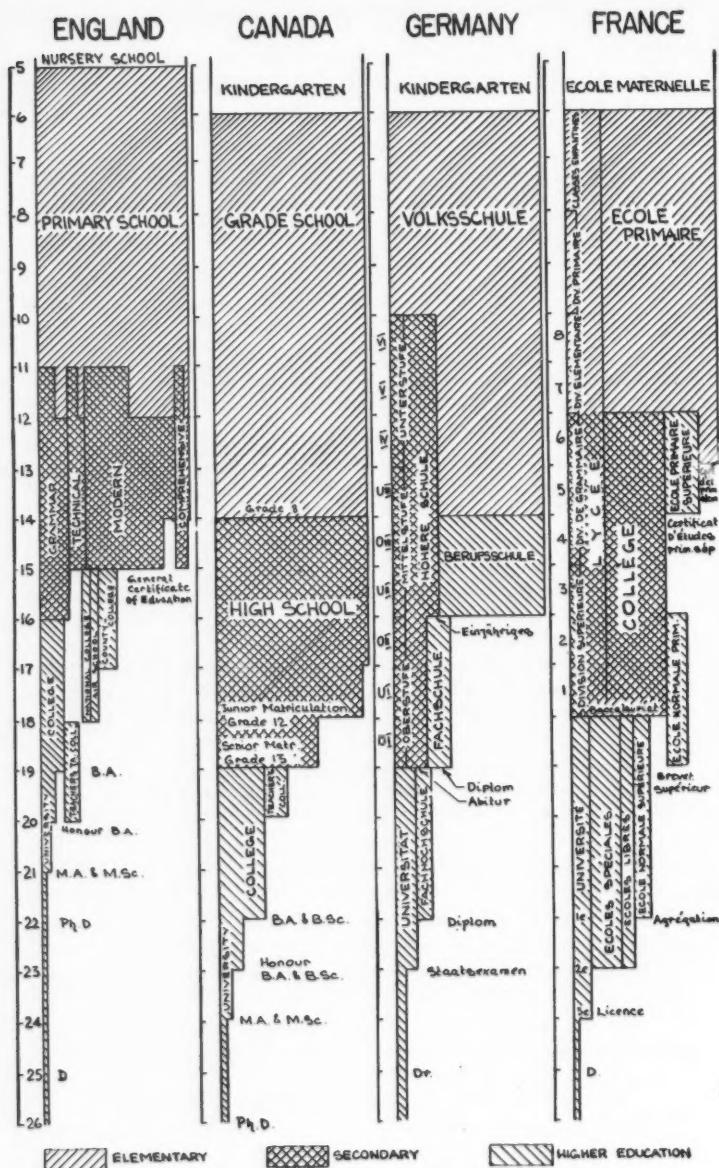
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## CANADIAN AND EUROPEAN EDUCATION

### A COMPARISON

The following is a synopsis of the educational situation in England, Canada, Germany and France. Its purpose is to compare the systems, not to repeat details of statistics, which cannot possibly be forced into diagrams.

For the sake of a better survey, generalizations as to the different parts of the countries concerned were necessary. For Canada, for example, the educational system of the province of Ontario is taken as a basis. There are variations from coast to coast in the English speaking provinces, in French speaking Quebec the system is completely different and is not taken into consideration in this study. Perhaps it is safe to say that, within a wide range of possibilities, the educational system of the Western provinces is shaped after the American pattern, that of Ontario after the English pattern, that of Quebec after the French pattern, that of the Maritimes being influenced by all three of them. Generally speaking, the American influence is felt everywhere.

Another example: England, used in this paper for the United Kingdom, that is to say England, Wales, Scotland and North Ireland, has 19 degree-giving, self-governing universities. Special titles are given for degrees in certain special departments of knowledge, which vary from one university to another. At all these universities, except Oxford and Cambridge, one course in Arts leads to the B.A. degree (M.A. in Scotland) and one in Science to the B.Sc. degree (Scotland included). At Oxford and Cambridge, however, the Faculty of Arts is not subdivided. B.A. is the first degree, whether the course leading to it be literary or scientific. At Oxford the B. Litt. (Bachelor of Letters) and the B.Sc. are awarded for special study and research, like the M.Litt. and M.Sc. of Cambridge, where there is no B.Litt. or B.Sc., but only the B.A., which is conferred as the first degree.

Moreover, I found it necessary to generalize when discussing the various grades and types of education. The three different kinds of shading represent three different grades of learning: elementary, secondary, and university education. Elementary education is general per se, higher education is specialized per se. The difficulty lies at the secondary school level, since the separation of professional training from general education begins here in different ways and at different ages. Thus, in the diagram for Germany, the *Berufsschulen* (vocational schools), the *Fachschulen* (professional schools at secondary school level), and the *Fachhochschulen* (professional schools at university level) appear in the same shading as the universities, because they all provide specialized training. In England all streams of secondary education, modern and technical as well as grammar, may be provided in a single multilateral or comprehensive school; the majority of English secondary schools, however, provide one of these three types separately and the pupils make their choice at the age of eleven. In Germany and France they decide even earlier, and interchange of pupils between one type or another is very rare and very difficult.

In Canada classes in home economics and manual training are part of the high school curriculum, and the free interchange between the academic and the vocational classes is made as easy as possible. Since the main purpose of this survey is to compare the development of intellectual education from kindergarten to university degrees, the educational institutions, which take care of the vocational training, are either compressed, fused together or left out. Thus, for Canada, the Trade School is included in high school, business administration in college. The general training of nurses is omitted, the B.Sc.N. is made part of the B.Sc.

These generalizations being premised, let us pass on to the general education according to age. Prepared by the non-compulsory kindergarten, elementary classes teach the three R's to children between the ages of six and ten. There are, however, slight differences. In Germany *Kindergarten* has nothing to do with teaching; it is mere play with *Tante*, the *Kindergärtnerin*. In Canada and France children already have some idea of the three R's before entering school. In England, the child begins reading, writing and arithmetic in the infant school at the age of five, that is to say: compulsory attendance at school begins one year earlier in England. Everywhere, except in Germany, elementary instruction can be given in private schools, generally under the auspices of some religious body, often the Catholic Church. In France the *lycées* separate their children after *école maternelle* at a very tender age, so that a child may live away from home and board in a *lycée* from his sixth year on. Convent schools accept their boarders even earlier, as they do in England and in Canada, too.

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Except for these differences in elementary schools, elementary instruction is similar on both sides of the water.

The main difference between the European systems and the system on this continent is evidently at secondary school level.

In Canada the child leaves grade school after passing grade 8 (in the Western provinces grade 9) and goes to high school, either private or public. Whether it is called High School or Collegiate depends upon the number of students and teachers, the collegiate being the larger institution. The students may be routed into the academic or vocational branch of their high school, but there is no essential difference in the curriculum in subjects such as English, Social Studies and others. The change from one branch to another is very easy and may be carried out at any grade. When a student is sixteen he may drop out, but usually will attempt Junior Matriculation (Grade 12), which is sufficient for him to be admitted to business courses, nurses'

training or a two years' course at Teachers' College. The percentage of students attempting Senior Mariculation (Grade 13, i.e. Upper School) which gives the privilege of entering university, varies greatly. In university cities it may be two-thirds or more, in smaller cities, in the counties, and in private schools it is often less than a quarter. In British Columbia and in the United States only Junior Matriculation is required for university. The first university year is Upper School. Consequently, the B.A. takes four years, and the final result is the same as in Ontario. The selection of the gifted and the bright students virtually begins only at the entrance to university; high school cannot do much for them, even though the individual teacher may take a special interest in the student.

In Germany the children, who seem to be gifted for a strict and difficult intellectual education, are selected at the age of ten. Nearly 40% of the fourth form of *Volksschule* apply for admittance to *Sexta* (VI) of *Höhere Schule*, but only 33% finally are admitted after ten days of examination by a board of teachers of the school they have been attending and the school they want to enter. A few of this selected third prove to be unfit for *Höhere Schule* and go back to *Volksschule* during and after the first year. At the end of each succeeding year there are a few dropouts due to failure. If a student fails in two main subjects, such as mathematics and languages, foreign as well as native, he has to repeat the whole form. If he fails twice he is out for good and has to go back to *Volksschule*, if he is younger than sixteen. After *Untersekunda* (U II) nearly half of the class leave with *Einjährige*, so called because of the fact, that before the First World War, soldiers who held this diploma served in the army only one year, the others two years. They take a position in trade and commerce or finish their education in *Fachschulen*. Students of *Untersekunda*, who do not enjoy academic work or have poor results, are encouraged to leave and to make better use of their abilities in other professions. Sometimes the reason for leaving is a financial one; they want to make money at an earlier age than their class-mates who continue to *Abitur*. This leaving after *Untersekunda* refines the selection made for *Sexta* still more and assures a brilliant group for the last three years of *Höhere Schule*, i.e. *Oberstufe*.

The German *Aufbauschule* provides a possibility of keeping the children of rural districts two years longer in their *Volksschule*, which is less strenuous and less expensive. Since there are no school buses the students of rural districts often have to take the train very early in the morning to get to their *Höhere Schule* and come home at two or three in the afternoon without having had lunch. The *Aufbauschule* begins two years later than the usual *Höhere Schule*. At *Untersekunda*, students of the *Aufbauschule* usually will have reached the level of the city schools. Some *Aufbauschulen* end with *Einjährige*, and their best students change to the nearest city school; others have *Oberstufe*, too, and lead their students to *Abitur*.

One may wonder why the *Gymnasium*, which was so familiar thirty years ago, has been omitted in the diagram. At the present time the *Gymnasium* is but a branch of *Höhere Schule*. It emphasizes the hu-

- (c) The student's achievement is tested by written, and sometimes by oral, examinations on an annual basis, and his results are graded relative to those of his fellow students. *He does not proceed to the work of a higher year until he has successfully completed the work of the lower year. His instructors are not held accountable for his failure to do so.*

I have put in italics certain expressions which seem to me to indicate respects in which university and secondary school practices do not always coincide. Having thus prepared the ground, I returned to students "B" and "C".

"B" is the student who takes French as a general, pass, or minor subject at the university. A passing mark in Grade XIII French will admit him to such courses. This student is usually shocked by the fact that he is expected to read two or three times as much French as he read the previous year in Grade XIII (much of it by himself outside class hours) and that his unsporting instructor sometimes asks him to translate what the French text says. Depending upon his competence in English Literature, the student is either upset or delighted by the realization that henceforth his examinations will test his knowledge of French books studied as literature, and not merely as exercises in decipherment.

What does "B" need in order to face this new situation? I think: he needs some occasional special attention and encouragement from his already overworked Grade XIII teacher; he needs to know that by preparing two or three pages of Grade XIII French Authors per day he is not in any danger of mental breakdown, and that there is nothing improper in his being asked to demonstrate an exact understanding, in English, of a French passage. He needs to be reminded also that a language is always a means and not an end. French will never be this student's special interest; the intellectual rewards of his schooling are probably reaching him more directly through one or more of his other subjects. It is, however, only fair to prepare him gently for the fact that his study of French will continue under somewhat different circumstances at the university. Whether the university's methods are *better* or not is another question, but assuredly they are *different*.

Our last student, "C", is the boy or girl who will ultimately enrol in an honour or major course in French, and indicates his or her intention of specializing in language or related studies. At the University of Toronto, such a student is required to have at least Third Class Honours in his Grade XIII language. Let me go much farther and say that a student should probably not think of himself as a candidate for such courses unless he has Second or preferably some First Class Honours in languages at Grade XIII, and unless he has *literary* as well as *linguistic* ability. Mere oral fluency is not sufficient.

When "C" arrives at the university, he will be confronted by everything which greeted "B", but in larger proportion. He will find himself preparing 20-25 pages of "Authors" each week, translating pages of English prose and sentences into French, participating in conversation groups, and being lectured to, usually in French, on



literary, historical and philosophical matters. There is only one way to prepare "C" for this ordeal, and that is to expose him to as much French, spoken and written, as possible, and to stress the intellectual side of his studies. I am inclined to think that our present secondary school teaching methods in French are quite successful in the oral realm, and that any additional work for "C" should be on the grammatical and literary side, if possible. This student should welcome some extra work. If he does not, tell him to reconsider his choice of a university course.

Perhaps I may be pardoned if I here give some space to one or two of "C"'s classmates, the scholarship candidates. Their number is, and should be, limited. It is no kindness on the part of an over-zealous principal or teacher to urge a mediocre student to "write for a scholarship"; the pupil is in for a bitter disappointment, and under present Ontario regulations is precluded from appealing any paper in which he happens to fail. The genuinely superior student (i.e. consistent First Class student), however, has every right to compete for a scholarship, and will probably need special help to do so. Our educational system provides no summer courses, no special certificates and no grants of funds for the teachers of our brilliant students: provision for them is another burden on my Grade XIII colleagues, although I like to think that it is a burden they accept joyfully. The detection and encouragement of a brilliant student is in my opinion infinitely more important than efforts to salvage the intellectual misfit who by some mysterious progression has arrived in Grade XII or XIII, without ever having passed an examination in French. Yet I fear that most teachers are obliged by misguided administrators to expend more time and energy on the latter than on the former.

My suggestions about scholarship candidates are reducible to one: encourage them to go the intellectual mile. Require them to be just a little more exact in their knowledge of grammar and in their choice of vocabulary, than are the others in the class. Suggest that they read widely and memorize short passages of good French. Interest them in broadening their reading and background, not only in French but in all subjects, particularly in the humanities, and most of all in English and Latin. My last word of advice may dismay some teachers: do not make a scholarship student repeat Grade XIII unless it is absolutely necessary for time-table or pre-requisite purposes. The brilliant student does not need two years to cover our present Grade XIII courses, and it is no service to him to have him spend a further year of his life in the doubtful intellectual company of the average Grade XIII class.

Perhaps it is presumptuous of me to offer these suggestions to my Grade XIII colleagues. If I do so, it is because I am convinced that Grade XIII French teachers are, with few exceptions, devoted to their subject, eager for self-improvement, and receptive to sincere advice from any quarter. Despite the fact that their French time-tables are broken into by an endless round of assemblies, useless announcements over the intercommunication system, vocational guidance interviews and football play-offs; despite the fact that their classes are cluttered with amiable but lazy boys and girls for whom

a beneficent society unfortunately provides free academic schooling after the age of sixteen; despite the fact that their leisure hours are taken up with a horde of non-intellectual extra-curricular duties; despite all these obstacles, our Grade XIII teachers nevertheless labour on, and turn out a commendable number of students of university calibre. Let us join forces in dealing with these students, and attempt to close the curious gap which now exists between Grade XIII and university French studies.

#### BRAZILIAN-CANADIAN CULTURAL CO-OPERATION

The following poem by Mauro Mota (in the original Portuguese and in a translation by Professor J. H. Parker) is one from the poet's collection, *Elegias*, which was discussed by Dr. Pedro Xisto de Carvalho of the Cultural Division of the Brazilian Ministry of External Relations, during his visit to the University of Toronto, in the Autumn, 1954. Mauro Mota, a contemporary writer of the Brazilian North-East (Pernambuco), is a significant representative of the best in present-day Brazilian culture.

#### EPITAFIO

—Mauro Mota

Paz na origem como  
se tivesse existido sempre e não chegasse depois.  
No silêncio que não veio e já havia  
sem ter sido antes música ou palavra.  
Paz da natureza cúmplice,  
as sombras descendo do arvoredo sem tocar na folhagem.  
Os pássaros mudos abrindo os bicos  
para recolher e levar longe o eco de cantos anteriores.  
Paz onde Luciana  
escute o rumor da rosa abrindo.

(Recife, Brazil, 1952)

#### EPITAPH

Peace primeval. As if it had existed forever,  
and had not come tardily.  
In the silence which did not happen and was already living,  
without having been music or word in its origin.  
Peace, accomplice of Nature,  
with the shadows descending from the verdure,  
without touching the foliage.  
The muted birds opening their beaks to gather  
and to carry far with them  
the echo of former chanting.  
Peace. Where Luciana may listen  
to the rustle of the rose unfolding.

(Toronto, Canada, 1954)

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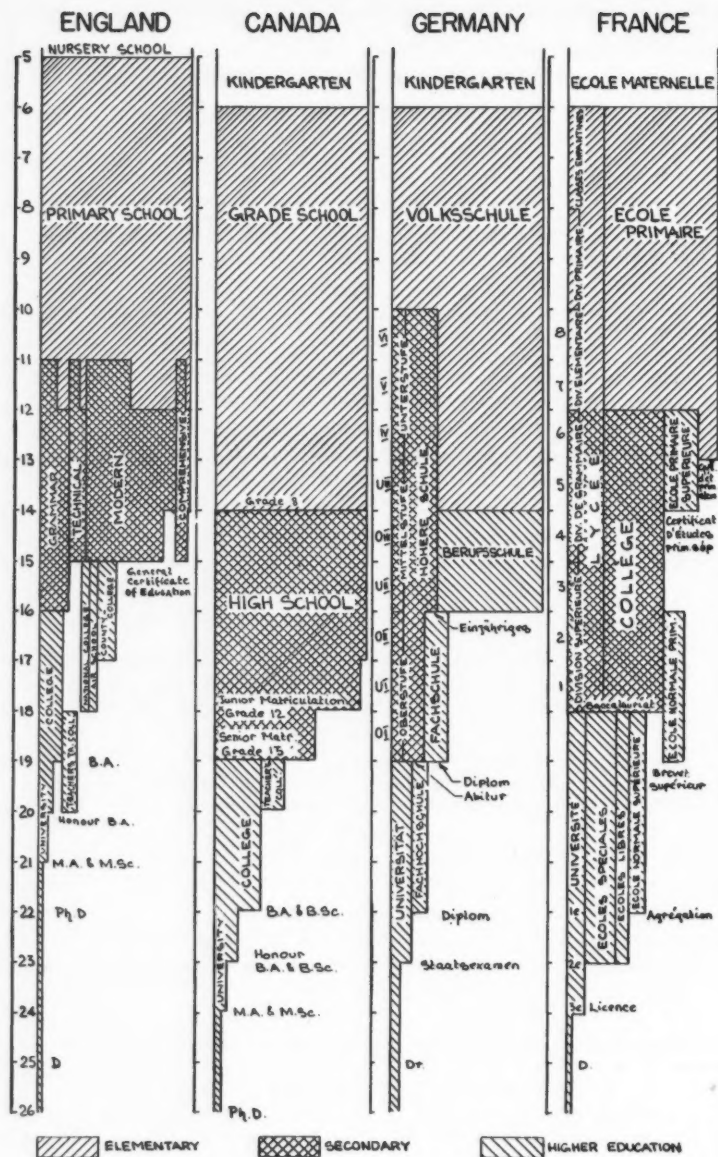
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## CANADIAN AND EUROPEAN EDUCATION

### A COMPARISON

The following is a synopsis of the educational situation in England, Canada, Germany and France. Its purpose is to compare the systems, not to repeat details of statistics, which cannot possibly be forced into diagrams.

For the sake of a better survey, generalizations as to the different parts of the countries concerned were necessary. For Canada, for example, the educational system of the province of Ontario is taken as a basis. There are variations from coast to coast in the English speaking provinces, in French speaking Quebec the system is completely different and is not taken into consideration in this study. Perhaps it is safe to say that, within a wide range of possibilities, the educational system of the Western provinces is shaped after the American pattern, that of Ontario after the English pattern, that of Quebec after the French pattern, that of the Maritimes being influenced by all three of them. Generally speaking, the American influence is felt everywhere.

Another example: England, used in this paper for the United Kingdom, that is to say England, Wales, Scotland and North Ireland, has 19 degree-giving, self-governing universities. Special titles are given for degrees in certain special departments of knowledge, which vary from one university to another. At all these universities, except Oxford and Cambridge, one course in Arts leads to the B.A. degree (M.A. in Scotland) and one in Science to the B.Sc. degree (Scotland included). At Oxford and Cambridge, however, the Faculty of Arts is not subdivided. B.A. is the first degree, whether the course leading to it be literary or scientific. At Oxford the B. Litt. (Bachelor of Letters) and the B.Sc. are awarded for special study and research, like the M.Litt. and M.Sc. of Cambridge, where there is no B.Litt. or B.Sc., but only the B.A., which is conferred as the first degree.

Moreover, I found it necessary to generalize when discussing the various grades and types of education. The three different kinds of shading represent three different grades of learning: elementary, secondary, and university education. Elementary education is general per se, higher education is specialized per se. The difficulty lies at the secondary school level, since the separation of professional training from general education begins here in different ways and at different ages. Thus, in the diagram for Germany, the *Berufsschulen* (vocational schools), the *Fachschulen* (professional schools at secondary school level), and the *Fachhochschulen* (professional schools at university level) appear in the same shading as the universities, because they all provide specialized training. In England all streams of secondary education, modern and technical as well as grammar, may be provided in a single multilateral or comprehensive school; the majority of English secondary schools, however, provide one of these three types separately and the pupils make their choice at the age of eleven. In Germany and France they decide even earlier, and interchange of pupils between one type or another is very rare and very difficult.

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One may wonder why the *Gymnasium*, which was so familiar thirty years ago, has been omitted in the diagram. At the present time the *Gymnasium* is but a branch of *Höhere Schule*. It emphasizes the hu-

manities. That is to be seen from the fact that its first foreign language is Latin, beginning in *Sexta*; then follow Greek in *Quarta* (IV) and English in *Untersekunda*. In the other type of *Höhere Schule*, the *Oberschule*, the accent is on modern languages, taught according to the direct method. It usually begins with English in *Sexta*; then follow French in *Quarta* and Latin in *Untersekunda*. The *Volksschule* had no foreign languages in former times. Since the Second World War English has been introduced for the last two years in Western Germany; Russian, in Eastern Germany.

The students of *Höhere Schule* comprise nearly a third of the total school population between 10 and 14. The rest remain in *Volksschule*, which they leave at 14. For two further years *Berufsschule* (vocational school) is compulsory for them, but this school has classes only once a week. Its students are mostly apprentices and clerks of the trade and business firms in the city; in the country, farmers' children and helpers attend this school.

In contrast to the two-stream German system, three main types are open to children of 11 and over in England: that given by the grammar school, the modern school and the technical school. The grammar school provides for those children who hope to reach a university and for others with an academic bias. The modern school is developing a more general education, closely related to the interests and environments of the pupils. The technical schools offer an education largely related to one or other of the main branches of industry (including agriculture) or commerce. The three types of secondary education are not necessarily provided in separate schools. The figures for comprehensive schools are comparatively small, because these are a new development. The original choice for one or the other type made at 11 can be reviewed at 13 or even later, but the free interchange is not as easy as in Canada, although it is much easier in England than in Germany and France.

The examination taken at all these three types of schools is the General Certificate of Education. The new examination for the G.C.E. was introduced in 1951. It is open to any suitable candidate, whether or not he is still attending school. He may take different subjects in different years; he may take as many or as few subjects as he likes. For each separate subject there are normally papers at two levels, Ordinary (O) and Advanced (A). For candidates wishing to compete for scholarships to universities there are also available in some subjects special scholarship papers. There are slight variations in the standard of the examination, depending on locality and other factors. In Germany the standards seem to be more uniform, because city, rural, and private schools are supervised by the Ministry of Education of each state, the state being an educational unit as is the province in Canada. In England Head teachers are free, within wide limits, to organize their schools according to their own ideas, and teachers generally are not bound by official instructions as to syllabuses, text-books or teaching methods. Education in England is entirely the concern of voluntary and private enterprise.

Sixteen has been fixed as the normal age for taking the examina-



tion of the G.C.E. The candidate may take the examination earlier if his headmaster thinks that he is fully up to the required standard. At present the great majority of modern school pupils leave at 15 with or without the G.C.E. The majority of pupils at grammar school remain until they are 16. Pupils of all three streams, who know that they will be wishing to go to a university or a teachers' training college or enter one of the other professions, will normally wish to stay at school till the age of 17 or 18 and obtain the credentials that they need for their own particular purposes. It is impossible to express in the diagram the very wide range of possibilities between the first examination for the G.C.E. and the final professional status.

Public schools are today, as they have been for many years, a very important element in English secondary education. The term most often refers to an independent boarding school and pre-eminently to a small group of famous schools, which, with one or two notable exceptions, are boarding schools. There are a number of public schools for girls, modelled to a greater or lesser extent on the public schools for boys. Public schools, by any definition, are schools not run for private profit. The house system and the prefect system are two of its main characteristics. The house system, whereby a school is divided vertically into groups of about 50, each living under the care of a housemaster (housemistress), arose naturally from the need for boarding accommodation, and was developed into an educational tool by Dr. Arnold of Rugby. His practice of entrusting responsibility to his prefects, thus giving the pupils an opportunity of controlling day-to-day discipline in the schools themselves, and his practice of using organized games as an instrument in character building was especially important in giving public school education its unique character. He 'made the chapel the centre of his appeal to the school, a thing which before his day had not been done.'

The recruitment of teachers is done in two different ways, which are similar to the Canadian recruitment. The teachers' training colleges provide a two-years' course for students of 18 and over, and the universities offer a one-year course for students who have spent the previous three or four years obtaining a degree. The Emergency Training Scheme, begun in 1945, was completed in 1951. Uncertificated teachers have mostly disappeared.

In France the *lycée* and the *collège* take care of secondary education. The *lycée* is directly owned and administered by the state and has a wider and often better range of studies than the *collège*. After the primary classes it has a *division élémentaire* (8, 7), a *division grammaire* (6, 5, 4), and a *division supérieure* (3, 2, 1), which has corresponding classes for classical and modern languages, and classes preparing for the great state schools, such as the *Ecole polytechnique*, the *Ecole normale supérieure*, and other schools. The head of the administration is the *proviseur*; the teachers are called *professeur* with the degree of *agrégation*. The *lycée* is usually connected with a residence for the students from out of town. The *lycée de jeunes filles* is modelled after the boys' *lycée*, coeducation being unusual at secondary school level, as it is unusual in Germany, too. A few of the *collèges* are municipal,

most of them entirely at the expense and responsibility of the *principal*. Like the *lycée*, the *collège* has courses in classical and modern languages leading to the *baccalauréat*.

The French *baccalauréat* resembles a German *Abitur* more than it does a Canadian B.A. The main difference is that the Canadian baccalaureate is attempted after three or four years of specialized higher education; the French *baccalauréat* and the German *Abitur* are attempted after eight or nine years of general secondary education. The B.A., although it is a diploma in general arts, is actually a group of options. The student chooses a few subjects of that group, for which he is already prepared by his high school options. The rest may be compulsory; the group as such, however, is a matter of choice, which may leave out some of the liberal arts. The Canadian college student gets a more thorough training in his chosen few subjects than the German and French secondary school student in his large scale of compulsory subjects, but he never hears a word about the liberal arts, which do not belong to his course. His interest in them is never aroused, the knowledge of them never broadens after his years of adolescence.

In Germany, as long as one goes to *Höhere Schule*, and in France, as long as one goes to the *lycée*, there is hardly any choice of subjects. One cannot leave out one of the three foreign languages required in favour of music or art or home economics, and vice versa. All subjects offered are compulsory for the whole form. Besides the normal curriculum there are usually special workshops,—in Germany called *Arbeitsgemeinschaften*,—for a fourth language, for games, and for 'extras'; they are, however, decidedly extracurricular, and must not be carried on during class hours. There are many tests during the year, but no finals at the end of each year of *Höhere Schule*. The candidate for the *Abitur*, however, has to testify, in oral and written examinations, that he has successfully followed all the courses of the curriculum and one or two 'extras'. The difficulty of such an examination is considerably greater than that of the English G.C.E., the subjects of which can be taken in different years.

A glance at the diagrams may suggest similarity between the Canadian Senior Matriculation on the one side and the German *Abitur* and the French *baccalauréat* on the other side: all three mark the end of general secondary education, are passed more or less at the same age, and are required for admittance to university. The selection of students for intellectual training at an early age in Germany and France, however, provides a better chance for the students with an academic bias of developing their special abilities than the Canadian high school ever can offer. This élite-system makes a comparison of the three degrees, which seem so similar on the surface, a matter of individual judgment of every individual case.

The foreigner coming to this side of the water is puzzled about the numerous private institutions of higher education. On the campus of the University of Toronto there are, besides the non-denominational University College, the Anglican Trinity College, the United Church Victoria College, and the Catholic St. Michael's College. The University of Western Ontario has, besides the non-residential and non-deno-



minational University College, a residential Anglican college for boys (Huron College) and a residential Catholic college for girls (Brescia Hall) on the campus, a coeducational Lutheran college in Waterloo, a medical school and a business administration school in downtown London. The students of non-residential colleges very often live in fraternity or sorority houses. Thus the different colleges of one university reveal a private enterprise as well as a faculty. The affiliated colleges are held together by the administrative body of the university, which becomes evident to the student during the days of the finals, when they realize that all students belonging to one university have to write the same examinations at the same time, but in their own college. The students who have been taking extramural courses have to write the finals under the supervision of the college in which they are registered. At Convocation the professors and the students of the different colleges gather together for the degree-giving ceremony.

This variety of colleges is a marked sign of the English influence in the English speaking parts of this continent. Most of the English universities comprise groups of largely autonomous colleges, mainly non-residential, with the exception of Oxford and Cambridge. One would not find this kind of affiliation at the most famous university of the province of Quebec, the university of Laval, which has rather the atmosphere of a French university.

In medieval times university meant *universitas litterarum*; there was no separation between the four faculties of divinity, philosophy, law, and medicine in separate schools, and certainly no separation by religion, since there was only one catholic church. In the opening scene of Goethe's drama, Faust tells us that he has studied "*Philosophie, Juristerei und Medizin, Und leider auch Theologie.*" The enormous development of science in modern times made a separation necessary. The old traditional universities continue to teach all kinds of different subjects in the bosom of the four faculties. In the modern schools of engineering, technology, economics and agriculture, in the schools for business administration, journalism, music, fine arts, and drama, however, the good old mother Philosophy is hardly recognizable.

In Germany all schools of higher learning, universities as well as *Fachhochschulen* (professional schools at university level) are state schools or, at least, they have to be acknowledged by the state (*staatlich anerkannt*) if they wish to make a name for themselves. Consequently, the diplomas they confer are state diplomas (*Staatsexamen*). The conferring of the doctorate only is an official function of the university body carried out without any supervision of the Ministry of Education. All schools of higher learning are coeducational and for all creeds. The University of Marburg has an old Protestant tradition, the one of Münster an old Catholic tradition, but that does not affect the unity of teaching, nor does it affect the financial support, Church and State not being separated in Germany. The only exception are the seminaries for Catholic priests, which provide board and school for their students from *Sexta* right through to ordination. In France there are a few *écoles libres* (these are private institutions at university level), but not nearly as many as on this con-

tinent.

In Germany specialized training is given in the *Fachhochschulen*. The College of Forestry in Hannoversch-Münden, now a faculty of the University of Göttingen, the Mining Academy in Clausthal (1775) and a few others have an old tradition. In post-war times, however, the most diverse *Fachhochschulen* have been mushrooming all over the country, apart from the traditional universities, of which Germany (including the East) has 24, founded between 1386 (Heidelberg) and 1946 (Mainz).

There are no teachers' colleges in the diagram for Germany, because all teacher training, for elementary schools as well as for high schools, requires *Abitur*, that is to say, it requires university level and as such, is included in *Fachhochschulen*. The grade school teachers are trained in academies, *Lehrerbildungsanstalten*, which are usually in smaller towns. There are a few for boys, a few for girls; most of them are coeducational. The number of men and women in these academies is nearly equal, in contrast to this continent, where the grade school teachers are usually women. The students live in residence in the academy. They receive their first diploma after two years of training, a second one after two years of practice teaching. Only the second diploma makes the full-fledged grade school teacher.

The future secondary school teachers register in the faculty of philosophy at the university and study their subjects, not more than three, not less than two, for four years. The student may change the university as often as he likes, even attend a university abroad, if he wishes to do so. There are no finals at the end of each year. "The German Student has his course much less interrupted by intermediate examinations to test his industry and capacity than has the British (and Northamerican) undergraduate. This is, on the one hand, an advantage to the scholarly type of student, who wishes to follow a particular line of research, unhampered by the syllabuses of recurring examinations. Albert Schweitzer for example, writing of his student days at Strasburg, says: "How grateful I was that the German university does not keep the student so completely in leading strings in his studies, nor so much under the strain of constant examinations, as is the case in the other countries, but offers him opportunity for independent scholarly work." On the other hand, the average student is not an Albert Schweitzer, and he generally requires regular examinations, with a defined syllabus, to stimulate and direct his efforts." (N. S. Marsh in 'The Listener', July 23, 1953). Be that as it may, the ideals of *Lernfreiheit* and *Lehrfreiheit*, that is, the freedom to study and the freedom to teach, which Wilhelm von Humboldt conceived as the main function of a university and which spread out from Germany to the universities of the world, are not yet replaced by better ones.

When a student thinks himself fully up to the required standard he may apply for admittance to the *Staatsexamen* (state examination) at a university which suits him best. This examination is required for academic professions, such as medicine, law, teaching in secondary schools and higher civil service. It may be compared to the Canadian

M.A., but is not composed of a certain number of credits, which the candidate may have gathered by passing different courses. It is a general review of all his university courses, whether he followed them at the university, by which he is examined, or at any other place. The examinations take about three months, and are always written and oral. The examinations in the literature of foreign living languages are done in that language, never in the native language. A British observer states the following: "I feel the British have much to learn from the technique of vocational training as it has been developed in Germany. The state examination, consisting of a thesis, a number of written papers, and a prolonged oral examination, appears to be a much more reliable instrument for testing the suitability of a candidate for a particular profession than our examinations, which are mainly written. Nor is it possible to defend the confusion and overlapping which exist in England between the examination requirements of the universities and those of various professional bodies." (N.S. Marsh in 'The Listener', July 23, 1953)

The future secondary school teacher has to pass the *Staatsexamen*, with at least an average standing, for admittance to two further years of practice teaching. Thus, for a secondary school teacher the smallest number of years of training after the *Abitur* is six. Before he is allowed to take over a form of *Höhere Schule*, whether *Sexta* or *Oberprima* (O I), the teacher cannot be younger than 25, usually he is at the end of his twenties, especially if he studies another year or two to take his doctor's degree (Dr. phil.) If he is going to teach German, he will have studied Gothic, Old High German and Middle High German. If he has French as his major subject, he will have read the *Chanson de Roland* in the old Norman dialect. If he majors in English, he will have read Beowulf and Chaucer in the original. As to the training of the teachers, the *Oberstufe* of the *Höhere Schule* is certainly more comparable to a Canadian College than to a High School. In *Höheren Schulen* for boys, the teachers are mostly men. In *Höheren Schulen* for girls, they are men and women. They are called *Studienrat*.

In England there are, apart from the university, numerous institutions for further education to train for the professions. For vocational education, national colleges have recently been established for several industries, apart from the county colleges. Education in the armed forces occupies an essential place in the whole picture. Training in fine arts and music is usually done in special art schools. They may be publicly-supported schools, for which the Ministry of Education is responsible (Royal College of Art, London) or some local authority, or university art schools, or the Royal Academy Schools, which select their students on the evidence of submitted work and give all tuition free, or private art schools. They confer their own special degrees, mostly Associateships and Licentiates. A medical student can either take his whole training in the medical school of a teaching hospital or complete his training in hospital after taking a university degree. There are university and non-university theological colleges and teachers' training colleges, providing post-graduate courses and complete training courses. For social work, there are non-degree uni-

versity courses, usually supplemented by a specialized training organized by the university, the professional or the employing body, or a combination of the interests concerned. For a number of professions, entrants can qualify by means of part-time study for professional examinations, combined with practical work.

University degree courses generally extend over three or four years. The universities have divided the degrees into the stages of Bachelor, Master and Doctor, further study or research being required for the higher degree. The first degree of Bachelor is awarded on the satisfactory completion of a three or four years' university course. It may be obtained, in most faculties, either as an ordinary degree or with honours (at Cambridge, the Tripos). In addition, diplomas and certificates are granted in a variety of subjects. The universities confer the degree of Doctor of Philosophy (Ph.D, D. Phil at Oxford) on graduates after a course of advanced study and research, usually extending over two years. This is different from the requirements for the Ph.D. in Canada, which must be based upon a special thesis, and is usually conferred upon Masters of Arts and Science, not on Bachelors as in England. These requirements for the Canadian Ph.D. are similar to the ones a candidate for the Doctorate in Letters and Science (Litt. D., Dr. Litt., Sc. D., D. Sc.) in England has to fulfil. This doctorate is conferred on Masters and Ph.D.'s who are distinguished by their contributions to the advancement of learning and science. This degree only is comparable to the Canadian Ph. D., the French Dr. and the German Dr.

Apart from this difference, the Canadian higher learning in college and university is modelled for the most part after the English system. In the diagram, the difference between Science and General Arts appears through the difference of the degree, for example M.A. and M.Sc. Premedical and medical training and M.D. do not appear apart from college since they belong to the *universitas litterarum*. The same is true for Divinity colleges and the D.D., and for special law schools, such as Osgoode Hall in Toronto, which grants the title of Barrister and Solicitor after four years. The L.L.D. is merely an honorary degree; the Doctor of Juridical Science (J. Sc. D.) is rarely granted in Canada, but more often in the United States. It seems extremely difficult to represent all these fine points of difference in the various types of specialized learning which varies greatly from coast to coast; it is either governmental, provincial or private, and the more elaborate it is, the more complex it becomes.

The diagram for France shows the famous *Ecole normale supérieure*, which trains the future lycée teacher, apart from the university. The state schools for higher education administered by the different ministries, such as the *Ecole polytechnique*, which belongs to the Ministry of War and has corresponding classes for military and civil service, are included in the *Ecoles spéciales*. So also are their corresponding professional academies in the provinces. The column for the private *écoles libres* should run through the whole diagram for France, because there are such at all grades and levels, but not nearly as many as on this side of the water.

Reading the diagrams vertically for the ages of the students when they enter and leave the different institutions of education, the ages marked are minimum ages. They begin to differ considerably at secondary school level. The failures of the slow ones and the progress of the quick ones, who may be allowed to skip a grade, varies from one school to another; long sicknesses, and other factors, produce in all countries a difference in the ages of graduating students, varying from one to four or five years. It happens in Canada comparatively often that a student skips a grade; in Germany, next to never. The subject-matter of the different grades is systematically arranged, in such a way, that, until the end of *Untersekunda*, all periods in History, all countries in Geography are covered. A grouping of these subjects into the one category 'Social Studies' exists only at elementary school level. For example: in the State of Hesse in *Obertertia* (OIII) the continent of America is covered. If a student were to pass over that grade, he never would get a solid and detailed instruction concerning that country. For that reason, skipping a grade is unpopular in Germany.

Since in France examinations are on a competitive basis, the ages differ even more there. A certain percentage of candidates fail automatically, but can apply again for the next session as often as they please. This kind of examination is very hard and gives a high rank to the French certificates.

In England the change from secondary to higher education may be made between 15 and 19, when the student has a G.C.E. for the subjects, which are required for entrance to the college he has chosen, and on the level this college demands.

Generally speaking for all countries, one may say that the higher the degree is, the more the ages of the candidates vary. The universities have students from 18 to 80, and the doctorate is conferred at any age from 25 onwards.

If we read the diagrams horizontally with regard to the percentage of the students in the different schools, the figures are not very accurate. The reports are different in rural and urban districts, in industrial and farming areas, in war and peace time. In England the percentage of students entering university is very small by Canadian standards. As a consequence of recent development, in Canada there is a rising tendency to go to college. In Western Germany the number of registrations for university is higher than in pre-war times. That may be the result of over-population in the highly industrialized West, which is no longer balanced by the agricultural East since the division of Germany; or it may be the result of the permanent influx from the East. The shaky political situation is certainly a disturbing factor. It does not seem to be the consequence of greater cultural development, as is the case in Canada, since the hopelessness of getting a position, which pays for four or five years of expensive and hard university studies, does not encourage young people to choose an academic career. On the other hand, teachers for secondary schools are always needed, because these schools are more crowded than ever, and their teachers are very poorly paid.

I will not venture to compare the standards of the diplomas of

the different countries. The idea of selecting and separating the students for academic training in England at 11, in Germany at 10, in France sometimes even earlier, at the latest at 12, helps to raise the standards and to prevent uniform mediocrity, the danger of which may arise, if one holds the bright and gifted ones down to the standards of the average student until the age of 16 and longer as it is done on this continent. The élite-idea is not as anti-democratic as it seems to be, because it encourages the children, who prove to be unfit for intellectual learning, to make better use of their abilities in another field. Failures are not branded with the stigma of degradation and inferiority, but are merely regarded as having a mental constitution different from that which is demanded by strict academic work. There may be other talents and skills, which are as worthwhile developing as brain power. If everybody were to nourish the ambition to write and to appear in print, we would soon be drowned in a flood of mediocrity and trash.

Susanne Hilling, Brescia Hall, London, Ontario.

### A FRENCH LANGUAGE TOUR

For readers of this journal the French Language Tour will have more than just a passing interest. Last summer saw our second circuit in France, this time with a group of ten, and again it was a success from every point of view.

Owing to a long 72 day itinerary we were able to spend eight days in Normandy. We could not have chosen a better place to begin our tour. Everywhere we went we were accorded a truly warm welcome. The people are kind and generous beyond words. As we made our way into Normandy it became increasingly clear that Canada and Canadians are words which have a very special significance for every Norman in this battle-scarred part of France.

Our first two days were spent in Rouen, still beautiful, although its aspect is somewhat heart-breaking for anyone who knew Rouen before the war. Then our itinerary, most of it by bicycle, some of it by local transport, took us through Deauville, Caen, St-Lo, Granville, Avranches, and finally fabulous Mt. St-Michel where our gastronomic interests were satisfied by an omelette chez La Mère Poulard.

Last year's group was not a highly qualified one from the standpoint of proficiency in French. In spite of this, or perhaps because of it, all embarrassment about speaking the language and fear of making mistakes was lost in Normandy.

We left our bicycles at Mt. St-Michel and took the train to Paris. Our little hotel in the Place St-Sulpice was everything you would expect from a small Paris hotel. The staff (we saw only two) were sympathique and most generous in helping the group along the still rather rough road of spoken French. We were only a five minute walk from the Place St-Germain des Prés, certainly the most animated part of Paris during the celebrations of the 14 juillet. We spent many hours on the sidewalk terrace of the Flore watching things you can only see in Paris and hoping for a glimpse of Jean-Paul Sartre.

At the end of eight days in Paris the French of the group was still



ragged but improving rapidly. Most members were a little apprehensive of their approaching stay in a French family and were therefore all the more determined to accelerate their learning. It was encouraging to meet them in the hotel after a day's shopping and hear them say how thrilled they had been to discover that they could understand and, better still, make themselves understood, even to an excitable salesman in a busy Paris shop. Many of the group were now able to pick up snatches of conversation on the bus and in the Métro, the first sign of real progress.

On leaving Paris we took to the bicycles again and went down the Loire Valley, stopping at Blois, Amboise and Tours. We spent many interesting hours visiting the châteaux of Chambord, Blois, Cheverney, Amboise, Luynes, Langeais, Villandry and Azay-le-Rideau. After our dinner in Amboise a car called for us and took us to Chenonceau where we saw the château and the park beautifully illuminated and heard its history very dramatically recorded. It was a most unforgettable spectacle.

Tours—where French is supposedly purest. I won't say that very many of our group were able to detect any subtle differences between the French of Tours and that of Place St-Sulpice, but in any event comprehension was progressing at a favourable rate. We shipped our bicycles back from Tours.

Our next stop was Biarritz where six of the group were to stay, and then St. Jean-de-Luz where the remaining four were expected. We were all met at the station by our respective hosts. These people were all known to me beforehand and are prominent people in the Basses Pyrénées. They did not take us into their homes through any financial need; most of them are quite well-to-do. They welcomed us as their guests because they were anxious to be of some assistance to a group of Canadians in France for the purpose of learning French. They could not have been more hospitable. We were caught right up in the gay, spontaneous atmosphere of the Pays Basque. Batailles de confetti, picnic to the mountains, excursions across the border to St-Sébastien, waiting for the tuna catch to come in, games of pelote, Basque dancing, and bull fights are only a few of the activities we enjoyed.

Conversational French made great strides during this stage of the tour. Our hosts understood the reasons for our being in France and they were unsparing in their efforts to help us. As for French customs and family life, we were right in the middle of it and could hardly help but come away from there much richer in experience. We were with the families for three crowded weeks. It was with considerable reluctance that we finally boarded the train for Provence.

We stopped at Carcassonne. Here we spent one afternoon visiting the ramparts and touring the old cité. For any one interested in Roman and medieval history, Carcassonne merits a long stay. Then on to Nîmes where we had a two day stop. Nîmes is a most interesting city, full of Roman antiquities of every description. We took a car to the Pont du Gard. We crossed rather nervously on the top of the aqueduct and came back via the new road. Then Avignon; on y déjeune. After lunch we visited Glanum where excavations are still in progress. We were able to watch the digging and the sifting, and some interesting pieces came to light during the short time we were there. Then the Moulin de Daudet on the road to Arles.

Marseille, its vieux port and bouillabaisse; Grenoble, its sunny peaks, its gay, clean streets; Chamonix, its tempting, snowy heights, its intoxicating air, its breathtaking ascents in the many teleferics; and then Geneva. All of this packed the last chapter of our summer trip.

For anyone who spends his autumn, winter and spring, teaching a foreign language to the young, this is a tonic that knows no equal and a treat he owes himself. And for all those unfortunate students who spend the same seasons striving to learn that language, here is the answer to every idiom and irregular verb in the book.

There were some difficult moments, as there are bound to be for any language student. The road is strewn with thorns and is a challenging one for the person who wants, above all, to master the spoken language. It will be argued that two months is too short a time to accomplish very much. I have found, however, that two months is sufficient time, providing one has had a good and complete grounding in the language. Of course, even with a good grounding, you cannot achieve fluency nor lose your accent in the space of two months, but with sincere application you can reach the point where to speak the language is no longer tiring nor a chore. In fact, most of our group found real pleasure in speaking French by the end of the summer.

J. S. M.

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#### O.M.L.T.A. RESOLUTIONS — EASTER CONVENTION 1955.

*Under the direction of Mr. J. J. McKerrow, Chairman of the Resolutions Committee, the following resolutions were presented to the Annual Convention.*

1. That the O.M.L.T.A. urge the Ontario Department of Education to limit the intensive reading prescription in Grade XIII French Authors to 100 pages—in the case of a novel, the first 100 pages.
2. That the O.M.L.T.A. recommend to the Department of Education that the course in Grade XIII French Composition in Cours Moyen, Part II be Lessons I-XII inclusive, excluding reading selections, A exercises and prose translations.
3. That the O.M.L.T.A. make known to the Department of Education that texts of the type of *Le Notaire du Havre* and *Le Livre de mon ami* are not suitable for students of Grade XIII.
4. That, in order to allow all members of the committee on text-book selection adequate time to review suggested texts, the O.M.L.T.A. recommend to the Department of Education that the consideration of the suggested Grade XIII Authors texts be begun at least two years in advance of their prescription.
5. That, if a Grade XIII French Authors text be found generally suitable, the O.M.L.T.A. recommend to the Department of Education that it be prescribed frequently.
6. That, while appreciating the educational and literary value of translating the foreign language into good English, the O.M.L.T.A. draw the attention of the Department of Education to the fact that the reason given for re-introducing this type of question on the Authors examination is to test accuracy of comprehension and not expression.
7. That the O.M.L.T.A. suggest to the Department of Education that any further revisions in Modern Language courses be made by a committee on which the teachers are represented.
8. That the O.M.L.T.A. recommend that the Department of Education throw the textbook field wide open and let us choose our own texts—but set a minimum course of study to be covered by the end of Grades XII and XIII.



9. That the O.M.L.T.A. recommend to the Department of Education that suggestions be solicited from experienced teachers about improvements which could be made in the type of examination questions in Grade XIII Authors.
10. That the O.M.L.T.A. request the Department of Education to set a uniform limit on the penalties on Authors papers for errors in expression.
11. That the O.M.L.T.A. recommend to the Department of Education that French be taught in the elementary schools in the earliest possible grades.
12. Whereas the study of one or more foreign languages is a desirable part of the education of all children for world citizenship, and whereas Canada is nominally a bilingual country of which a large part of the population is French speaking, therefore be it resolved that the O.M.L.T.A. recommend to the Department of Education:
  - 1) That a serious and systematic study of French be introduced in Grades VII and VIII of the Elementary schools of Ontario.
  - 2) That any Elementary school in Ontario be encouraged to introduce the study of French in any grade below Grade VII, if desired locally.
13. That the O.E.A. (general) be urged to adopt a more practical method of distributing its printed programme to its members, especially those in the colleges and universities.
14. Resolved that the suggestion be made to the Department of Education that a minimum of four years' preparation be required for the Grade XIII German and Spanish examinations.
15. That the Department of Education be asked to prescribe Grade XIII Authors texts of more reasonable difficulty.
16. In order to encourage the oral use of German and Spanish, the section requests the Department of Education to institute an examination in dictation similar to that used in French.
17. That the Department of Education be asked to increase the number of Grade XIII teachers on the Prescription Committee to equal representation with the Universities.
18. That more time be permitted for next year's resolutions.

The first three resolutions were lost. The rest were all passed with the exception of No. 8. This question is to be turned over to a committee for study.

Catherine Liddy, Secretary, O.M.L.T.A.

#### AN ADVANCE POLL OF PROFESSIONAL OPINION re U.S. AUTHORS TEXTS

During the marking of U.S. papers, Mr. Vincent Massey, of Etobicoke C.I., one of our three representatives on the U.S. Prescriptions Committee, will conduct a poll of approximately 100 associate examiners with a view to learning their opinions regarding suitable Authors texts for Grade XIII. If you do not expect to be marking this summer, please fill in the following Questionnaire and mail it direct to Mr. A. Bartley, 848 Dufferin St., London, Ont., before the end of the school year. For your guidance, Mr. Sniderman has prepared a list of the prescribed Authors texts for the past 15 years.

1942 —	Colomba	1950 —	Colomba
1943 —	Madame Thérèse	1951 —	French Short Stories
1944 —	Maria Chapdelaine	1952 —	Madame Thérèse
1945 —	French Short Stories	1953 —	Le Livre de Mon Ami
1946 —	La Vipère de Luvercy	1954 —	French Short Stories
1947 —	Colomba	1955 —	Le Notaire du Havre
1948 —	French Short Stories	1956 —	Les Maîtres Conteurs
1949 —	Maria Chapdelaine		

#### Questionnaire re U.S. Authors Texts

- (1) Book(s) I have found unsuitable . . . . .
- (2) Book(s) I should like to see repeated . . . . .
- (3) New Book(s) I should like to recommend for use in Grade XIII . . . . .

Name ..... Address.....

## BOOK REVIEWS

**A French Word Book** by G. C. Scott and D. Burney. 48 pages. Oxford University Press, 1951. 30 cents.

This publication contains the 1500 most frequent words from the Vander Beke list; around 100 other words found in more than half of thirty first-year French courses studied in 1930-31 by H. Milton and V. Benn; and some common phrases and idioms selected from Cheydleur's French Idiom Count.

However, what makes this booklet eminently useful is the arrangement of the material. The book is divided roughly into three parts: (1) the first 500 words from Vander Beke; (2) the second 500 words; and (3) the third 500 words along with the Milton-Benn list of 100 words. Within these main divisions the words, idioms, and phrases are subdivided according to parts of speech, and are grouped under appropriate headings according to meaning.

M. S.

**Trois Explorateurs** edited by T. L. W. Hubbard. 126 pages including vocabulary. Oxford Press, 1954. 65 cents.

*Trois Explorateurs* is a very interesting and informative supplementary reading book for Grades Twelve and Thirteen students interested in travel and historical novels. The vocabulary is quite simple.

"Cavelier de la Salle" is the story of Robert Cavelier de la Salle who, in 1666, left the Jesuit Order to find his fortune in New France. He tours the shores of Lake Ontario, Lake Erie, and the Ohio River. During his trips he hears the Iroquois talking of a great river "Le Père des Eaux". The Governor of New France, Frontenac, gives him the authority to make a string of forts along this river, and to trace it to the mouth. The rest of the story tells of the many dangers and trials of his several journeys to the south.

"René Caillié" is the most interesting of the three stories. It is the story of René Caillié's struggle to get to Tombouctou. It begins with René's discovery of the land in his geography book and covers a period of twenty years. During this time he gives up his Christian religion to become a Moslem, and disguised, first as a pilgrim to Mecca and then as a man in search of his parents, he makes endless reports on the country. After many difficulties he reaches Tombouctou.

The story of Charcot tells of his trips to the South Pole. It is the shortest of the three stories and gives an excellent description of the Antarctic as Charcot travels in his ships "Le Français" and later "Le Pourquoi-Pas?"

Barbara Lush,  
Port Credit High School, Grade XIII.

**Suzanne Goes to Market; Suzanne Goes to Brittany** by Grace Matchett, illustrated by Geoffrey Fletcher. 32 pp. each. Clarke, Irwin and Co. Ltd., 1954. \$1.25 each.

The spirit of these two children's books is pleasant and unlaboured; the vocabulary, generous and interesting. Set up with the English text on one side of the page and the French text opposite, these books should have considerable appeal to students who are beginning the study of French.

Suzanne's visit to the market, where she is shopping for her mother, is liberally sprinkled with casual incident, and her holiday in Brittany affords an opportunity for light splashes of local colour.

The illustrations are probably the most engaging feature of the books with considerably more space devoted to them than to the actual text. Loosely drawn, they suggest the "open colour" work of a Dufy painting of Paris and succeed in conveying in a more literal style much of that same bright, gay, continental atmosphere that the young student of French associates with Paris and France.

W. A. F.

**Rions Ensemble** by H. L. Humphreys and M. Sanouillet. 221 pages, including exercises and vocabulary. University of Toronto Press, 1955. 95 cents.

The authors have re-written in simple language (mostly the present and past indefinite tenses and a controlled vocabulary of around 2000 words of which 700 are cognates) twenty-five anecdotes and stories drawn for the most part from Daudet, Voltaire, Courier, La Fontaine, Bernard, Rabelais. None are more than five pages long. All live up to the title of the collection, and many are illustrated by amusing line drawings by Antje Lingner.

Teachers of Grade XI will find the book suitable for intensive reading, unless they prefer fewer selections and longer ones. It should have great appeal as supplementary reading in Grade XII.

The exercises based on each story are of the calibre and thoroughness associated with the name of Dr. Humphreys and follow the now familiar pattern: a questionnaire for oral and written work; a review of grammatical forms with emphasis on the verb and vocabulary study; and a prose passage.

The book will no doubt find its greatest use as material for dramatizations and oral and conversational work in classes, clubs, and other small groups. The entire text has been recorded on a series of long-playing records. The recordings are excellent!

M. S.

**Review of Standard French** by Edouard Sonet and Glen Shortliffe. 246 pages. Toronto, Gage, 1954. \$2.90.

The text was written as a systematic review for second-year university students by Professor Sonet of the Canadian Services College, Royal Roads, B.C., and Professor Shortliffe of Queen's University.

All will applaud the authors' philosophy of teaching languages: "Some decades of energetic experimentation with different methods of language instruction have convinced the authors that there is no easy formula for acquiring the language habits of another people. To make a foreign language a living part of one's mental process, requires practice until accuracy is a matter of habit." The authors set out to implement this philosophy by a clear, concise and comprehensive statement of the grammar rules and the provision of plenty of English into French exercises for oral and written practice.

While the text contains more than is needed for the Grade XIII course and the exercises are exclusively of the translation type, teachers will find it useful as a reference work for themselves and for scholarship candidates.

M. S.

**Aventure à Fronac** by J. G. Marash. 91 pages, Clarke, Irwin, 1954, 75 cents.

This is the story of a brother and sister who go to a farm in the centre of France, expecting to have a quiet summer holiday. Before long they innocently become involved with a gang of ruthless jewel thieves and escape death by a narrow margin.

The natural dialogue and quiet humour make this story entertaining reading. The exercises at the end of each story are more interesting and possibly more worthwhile than usual. The vocabulary at the back is quite adequate.

Suitable for Grades 11 and 12.

Clarence Gray,  
Port Credit High School.

**A French Word List** by W. F. H. Whitmarsh. 22 pages. Longmans Green, 1954. Price 30 cents.

This list contains the lesson-by-lesson vocabularies of words occurring in Whitmarsh's First, Second, Third, and Fourth French Books, which were adapted by Dr. G. A. Klinck and published as "Parlons Français" Parts I and II. Though this list does not include the Canadian material added by Dr. Klinck, it is a valuable check list of practical vocabulary.

M. S.

**A First French Reader** by W. F. H. Whitmarsh. 159 pages, including vocabulary. Longmans Green, 1955. Price 80 cents.

The limitations in vocabulary and grammar (the author uses only the present, past indefinite, and "futur proche" formed with "aller") put at least some of this reader within reach of the beginner after about six months. With the help of plans, maps, and humorous illustrations, the book covers a remarkably interesting series of incidents that take the young reader through Paris, Normandy, Brittany, and the South with the Richelet family. M. S.

**Jean Cocteau** by Margaret Crosland. 206 pages. Copp Clark, 1955. Price \$3.00.

In the foreword to Jean Cocteau, Margaret Crosland states that her purpose has been "to relate Cocteau's work to his life and experience, and most of all, to relate the different aspects of his work to each other." One can appreciate the complexities facing the author in this task when one considers Cocteau's astonishingly varied accomplishments in art, poetry, choreography, drama, and movies. The man has been obscured by conflicting epithets, startling rumours and exaggerations.

Miss Crosland's method is to begin at the beginning with Cocteau's childhood in Paris, where his family provided a rich environment of art, music, and passionate theatre-going. With increasing absorption, Miss Crosland traces the precocity of his early twenties, where his chief desire seems to have been to please everyone and to stay in the limelight as much as possible. The legend seems to have originated here.

But it is the phase of movie-making that arouses the reader's excitement most easily. These fantastic experiments, described as "morbid and decadent", demand partisanship of the reader. Indeed it is impossible to feel neutral towards the man himself. One is either repelled or charmed. The dangers inherent in the latter position are apparent when one considers the lengths Miss Crosland goes to in her description of the film, "Les Parents Terribles". What could be more sordidly realistic than the décor, which obtrudes so little, never enough to distract from the acting, but enough, with its ridiculous ornaments and despairing untidiness, to leave a smell of stale perfume, stale cigarette ends, and dusty furniture behind every sentence of the dialogue."

The biographer, however, has given us a careful painstaking work. The book contains many photographs of Cocteau's films and plays, several of his own line drawings and an invaluable bibliography of his writings.

F. B.

**En Vacances à Paris**—by A. L. Carré—48 pages including vocabulary and exercises. Toronto, Clarke, Irwin, 1954. 45 cents.

This book is suitable for the better students of Grade IX, and for Grade X. The story, written in the present tense, tells of the experiences of twelve year old Charles Duval, on holiday visiting his aunt in Paris. While reading this book, the student will absorb a good deal about Paris, its historical buildings and places of interest, illustrations of which add to the vividness of each chapter.

The vocabulary is very practical, a good percentage of it being within the experience of the student. Questions at the end of each chapter provide practice in the use of "every-day" words and expressions.

Muriel Pattee, Port Credit H. S.

**Mes Evasions** by Général Giraud, abridged and edited by A. L. Carré, 176 pages, including vocabulary and questionnaires. Toronto, Clarke, Irwin, 1954. \$1.35.

The better grades XII or XIII student will find this racy autobiography of the famous general of great interest. The editor has supplied "bridges" for the gaps due to cutting. M. S.

**Le Gai Voyage** by R. P. L. and D. M. Ledéser. 110 pages including exercises and vocabulary. Clarke Irwin & Company, 1954. .80 cents.

**Le Gai Voyage**, as the title suggests, describes a pleasant trip made by four teen-agers through the southern part of France—namely Provence. Suzanne and Henri had planned to spend part of this vacation with their grand-parents who lived in Saint-Rémy and had kindly arranged for two of their friends, Madeleine and André, to accompany them. As the story opens, we find that this group has just travelled from Paris to Orange by train, and are planning to continue the trip by bicycle. The story tells of lively incidents that ordinary tourists might encounter and such material as picnics, visits to historical churches, the usual dinner conversations, and "le feu d'artifice" of the 14th of July are among the many stimulating topics that would interest high school students, both boys and girls.

This material is presented with a prominent use of the imperfect tense. The use of the pluperfect tense, the negative constructions and some idiomatic language make the book advisable for the better students of Grade XI and for Grade XII. At the end of the book there is an adequate vocabulary in addition to an excellent group of questions for each of the twelve chapters.

The conversational vocabulary which is used and the practical topics which are discussed should make the book pleasant reading material.

Mary Schweitzer, Port Credit High School.

**Contes divertissants** by Marc Ceppi. 128 pages, including vocabulary.

Clarke, Irwin, 1954.

This is a companion piece to the author's "**Contes Imaginaires**" (see Review, vol. VIII, 4, p. 20) and lives up to Ceppi's reputation for interesting, clever and humorous incident within a restricted vocabulary and grammar. Highly recommended for grades X and XI.

M. S.

**Pilote De Guerre** (Ed. Gallimard), 1942 ré-édition à New-York février 1942, sous le titre (**Flight to Arras**)

**Lettre a Un Otage** (Ed. Gillimard, 1944)

**Le Petit Prince**, (Ed. Gallimard, 1945)

**Citadelle** (Ed. Gillimard, 1948)

The first English biography of Saint-Exupéry, **The Winged Life** (Richard Rumbold and Lady Margaret Stewart) has just appeared. In it, Sir Oliver Harvey is quoted as also comparing him with Richard Hillary: "These men of extreme sensibility . . . forced by an interior power to choose action; yet . . . incapable of finding a happy oblivion in action alone . . . tormented by a sense of responsibility and the need to try and understand." — Poor pilot that he was, and he knew it, in spite of his early patented technical inventions at a time when planes were still imperfect, Saint-Exupéry's "interior power" kept him flying. In the end he was sad for his generation, "empty as it is of all human content . . . a generation thinking of bars, Bugattis, and calculating machines as forms of spiritual life." The profound similarity between the young Australian and the veteran Frenchman is clear from their sincerity, spirit of inquiry, and a love of flying combined with a deep analytical and mystical approach to life.

Meanwhile accounts of peace— and war-time aviation continue to appear. Captain P. G. Taylor began his flying career in the First World War and has since made pioneering flights of importance, including those with the later Sir Charles Kingsford Smith (England to Australia, Brisbane-San Francisco and the trans-Tasman). In 1951, he made the first crossing of the Pacific between Australia and South America, the story of which Captain Taylor tells in **Frigate Bird**, 1953.

Again a Frenchman, Rear-Admiral Jubelin in **The Flying Sailor**, 1954, member of a crack R.A.F. unit in the Battle of Britain, has written a tense personal narrative which brings out his gallant unsophisticated comrades, and unfolds a philosophy of flying comparable with that of Hillary and Saint-Exupéry.

The University of Tasmania.

L. A. Triebel.

Seymour Menton, *Saga de México*, New York, Appleton-Century-Crofts, Inc., 1955. 245 pages (195 pages of text, incl. resumen cronológico).

This interesting little anthology, which bears the title of one of its fine illustrations (p. 162), is described by its compiler as a "literary and partially fictionalized treatment of the history of Mexico, which reads like a saga" (p. vi, footnote). Offering a variety of prose, poetry and drama, the reading selections have been carefully gleaned from the works of thirteen modern Mexican authors, about half of whom are still alive. The excerpts, arranged in historical sequence, fit into nine major divisions, ranging from the early sixteenth century to the present day. In the treatment of such controversial modern problems as the events leading up to the expropriation of the oil fields, the Mexican view point is emphasized. The final section, however, strikes a note of optimism, as it points to the social and economic reforms envisaged by Adolfo Ruiz Cortines, the current chief-of-state. Reproductions of works by Diego Rivera, Orozco (including two of the murals in Dartmouth College), Chávez Morado and other leading Mexican artists, enhance the book. The reading selections are preceded by concise historical introductions (which might have offered a few more details about the works from which the selections were chosen) and followed by exercises. While some of the latter are of the traditional type, others are more original. Particularly amusing, though a little harrowing, is the task of "disentangling" the remarks of Mr. Taylor (pp. 164-166) whose atrocious lingo illustrates the crying need for FL programmes. A succinct chronological summary, which traces the history of Mexico from the founding of its capital Tenochtitlan to the presidency of Ruiz Cortines (1952 —), rounds out an attractive text. Here are some minor criticisms: "Pancho Villa en la cruz" might have been identified as a part of *El águila y la serpiente* in the historical introduction (p. 119) just as it is at the end of the selection (p. 143). The wording "Guzmán's tense story" would tend to create the impression of a separate entity. The vital statistics, so painstakingly supplied for the authors represented, are missing in the sole case of Rafael Ruiz Rivera (p. 42). Finally I must record what strikes me as a slight inconsistency, namely the practice of interjecting English prose passages in a book which otherwise is entirely in Spanish, bears a Spanish (and, indeed, most appealing) title, has Spanish captions for its artistic illustrations and a *Resumen cronológico* at the end. The exercises following the various selections are also in Spanish and the final section is headed *Vocabulario*. The question properly arises why each of the nine divisions of the text (likewise bearing Spanish headings) should be introduced by comments in English. Or was the book title meant to read *Saga of Mexico* (as it appears on p. 183)? However, these criticisms do not affect the overall calibre of the book. Most readers will agree with Professor Menton's claim: "*Saga de México* is an unusual reading text" (p. v), as it offers fascinating historical material seen through the eyes of modern authors. Recommended by its publishers for second-year college classes in the U.S., the text ought to make profitable reading in Ontario's Grade XIII classes.

—Kurt L. Levy.

*La Vie Canadienne* par Adélar Cascon et Laurier Carrière. 384 pages, Nelson, 1954.

*Le Bon Temps* par Albert Saint-Jean. 352 pages, Nelson, 1954.

These readers for French-speaking pupils—the first, for grade 7; the second, for grade 4—from the "Série Feuille d'Erable", are models of their kind for legibility, attractiveness and illustrations. Both contain a variety of interesting material, prose and poetry, which high school teachers will find useful for songs, sight passages and anecdotes.

M. S.



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**Tillotson: A Study in Seventeenth Century Literature**, by Louis G. Locke. Rosenkilde and Bagger, Copenhagen, 1954.

This volume represents the fourth in the series, *Anglistica*, which is restricted to monographs written in English and dealing with subjects related to the culture of the English-speaking world. The author, recipient of the Dexter Travelling Scholarship from Harvard University, pursued his research into the life and times of the great Archbishop on both sides of the Atlantic.

This study of Tillotson deals with his life, his mind, his literary style, and his eighteenth-century reputation in the textbooks and periodicals of that era.

Born in 1630, John Tillotson lived through troublous times, but England had settled down to monarchy once more by the time of his death in 1694. Famous as a preacher in London for some thirty years, Tillotson was prevailed upon by William III to assume the highest office in the Church of England. He did so unwillingly and was the object of many scurrilous attacks for his compromise with the new authority. Though his early sympathies had been somewhat Puritan, and though he married the niece of Oliver Cromwell, he was a staunch supporter of the church to which he contributed so much through his liberal thought, rationalism, and moderation. Indeed, Tillotson was thoroughly in favour of several attempts made in the seventeenth-century to unify English protestantism by bringing the Presbyterians and other dissenting groups back into the Church of England.

Tillotson was one of the founders of the new prose, with its virtues of plainness and simplicity; he was one of the first to break away from the richly encrusted and involved style of his predecessors. So great an authority as Oliver Goldsmith remarked: "One who reads him wonders why he himself did not think and speak in that manner." Even John Dryden is reported to have said "that if he had any talent for English prose, it was owing to his having read the writings of the great Archbishop Tillotson". In the textbooks of the century after his death, excerpts from Tillotson's sermons are constantly quoted as models of English prose, and youthful authors are exhorted to follow his example as a writer of clear and modern prose.

Mr. Locke presents a clear, cogent, carefully developed thesis. His approach is both scholarly and sympathetic; Tillotson the man, the primate, and the writer, emerges from these pages a convincing and life-like figure.

It is unfortunate that many typographical errors mar the text, which does not appear to have been proof-read.

—Betty Bealey

**Rémi et Ses Amis** by Hector Malot, edited and abridged by Emilie Pattay. 54 pages including vocabulary. Macmillan, 1954. 30c.

This adaptation and abridgment of part I of the well-known "Sans Famille" is recommended for Grades XI and XII.

—M.S.

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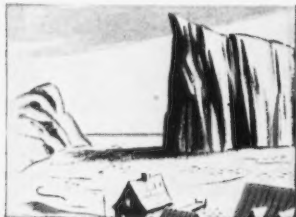


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